

## DEVELOPING WRITING SKILL OF THE EIGHTH GRADE STUDENTS THROUGH RECOUNT TEXT

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### Abstract

The purpose of this research was to find out that the use of recount text can develop the Writing Skill of the eighth grade students at SMP Negeri 1 Parigi Selatan. This research applied a pre experimental research design involving one sample group only. The sample of this research was the eighth grade students at SMP Negeri 1 Parigi Selatan which consists of 23 students. They were selected by a cluster random sampling technique. The instrument of data collection was tests which were given to the research sample as pre-test and post-test. The data gathered were analyzed statistically. The result of the data shows that the t- counted value (14.63) was greater than the t- table value (2.080) by applying 0.05 level of significance. It means that the use of recount text can significantly develop the writing skill of the eighth grade students at SMP Negeri 1 Parigi Selatan.

**Keywords:** Recount Text; Writing Skill; Developing.

### INTRODUCTION

Writing is one of the language skills. It is about the way of sharing ideas, feeling, thoughts, desires, and experiences to the others in written form. Writing is a complex domain to learn and teach because it requires many skills. Before doing and making a good writing, we need to gather much information by listening to other people, doing discussion with others, and reading more books or other sources. Writing is the expression of ideas in the form of letters, symbols, or words. Heaton (1988:135) states “the writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical but also conceptual and judgments elements. In other word, writing is basically the process of expressing ideas, feeling, thoughts and experience of the researcher using knowledge of structure and vocabulary to combine the researcher’s ideas in order to communicate with the readers.

Writing also means as a process of thinking to make decision. But it is not only to combine the letters, words, phrases and sentences but also how to produce the meaningful

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combination. Therefore, in writing a paragraph there is integration between the language component and the paragraph component.

The writing organization is the component of writing. It concerns with the ways how the researcher arranges and organizes the ideas or the message in the writing. Organization is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, and with ability to select, to organize and to order relevant information. Typically, organization refers to the larger parts of a piece of writing. It also refers to how paragraphs and sentences are written. It provides readers with the information they are looking for in an orderly manner. Referring to the explanation above, it can be concluded that organization is the way how the researcher organizes the idea in order to get unity and coherence sentence.

Grammar mastery is very important in writing a paragraph or an essay. It helps the researcher produce a good writing and definitely the reader will be easy to understand. However, the lack of grammar mastery will make the reader get confused and difficult to know the ideas of the piece writing produced. The information that is available in paragraph which tries to share to the readers is useless since the paragraph is not grammatically arranged. Swan (1998:19) states “grammar is the rule that says how words changed to show different meaning, and they combine into sentences.” It means that the study of grammar helps us to communicate more effectively, especially in writing. It helps us to convey our message in appropriate way.

The other component of writing which is too important to create a good paragraph is mechanics. Mechanics are particularly component in writing. In order to make the researchers can extend their message to readers in a clear and understandable way, it is important to know the rules of how to use mechanics in writing. Mechanics of writing covering: punctuation, capitalization and spelling. The use of correct punctuation is an important element in writing correct English sentences. Punctuation is used as body language of written language which has the same use as gestures in spoken language. Punctuation also functions as signals in written language which help the reader clarifies the meaning of sentences and interprets the correct meaning of sentences, as defined by Neufeld (1987:21) as follows:

*Punctuation is the body language of written communication like body language; marks of punctuation give of signals. These signals help the reader to interpret the written communication correctly because they clarify meaning and separated groups of words in a sentence.*

The researcher uses punctuation to convey meaning clearly and effectively. Punctuation in terms of writing sentences is an essential part of writing to clarify the

meaning intended by the researcher particularly in the form of written language and also to solve the readers' difficulties to grasp the ideas conveyed in written language.

Gartside (1989:337) defines "Punctuation is the device used in writing to do for the reader what pauses and inflexions do for the listener, it helps to convey the meaning of what is written. It does not more, and no less. Approached in this way, punctuation is not nearly so formidable a matter as it seems to be."

Moreover, Mavor (1989:7) explains "Production is the used of stop or breaks to indicate pauses and points in the flow of writing so that meaning may be clearly understood". Using correct punctuation in writing English sentences is important for both writer and readers. The written uses punctuation to convey ideas, opinions, feelings, or thought clearly and effectively while readers are able to grasp the meaning conveyed by the researcher easily. Before writing, the researcher should know the various marks of punctuation and their uses. The researcher should be careful in using appropriate punctuation to convey meaning clearly and avoid misunderstanding about the meaning conveyed by the researcher for the readers.

Mastering writing is important in learning English. The purpose of writing is for communication. Writing must be taught more genuinely. The teaching of writing is supported by several elements which cannot be separated each other. Writing is highly valued in academic setting, students are demanded to be able to master the skill because it influences the ability of students in studying English. By mastering writing, students can carry out their ideas, opinions, and exchange the information with other people. In other words, everyone needs to have good skill in writing.

Text is a communicative product either seen in writing or speech form. In contrast, there are many people think that text is a reading. According to Young (1981:29):

A 'text' is henceforth no longer a finished corpus of writing, some content enclosed in a book or its margins, but a differential network, a fabric of traces referring endlessly to something other than itself, to other differential traces [...]

Crystal (1995:290) emphasizes "Prayers, posters, road-signs, lectures, sports commentaries, novel, speeches, interviews, and recipes are all texts, [...]" Based on the two theories, it is clear that what is called as text firstly is what is written down. As the time goes by, finally, a definition of text evolves. Nowadays, we can find text not only conveyed in written work but also in speech.

To differentiate the purpose of text, it is important to know the genres of text. Biber (1988:170) tells "Genre categories are determined on the basis of external criteria relating to

the speaker purpose and topic; they are assigned on the basis of use rather than the basis of form.

A genre of a text represents what is the purpose of writing piece. Genre of text is different from type of text. Nowadays, many people do not know the difference between them. Sometimes, they use genre to describe types of text and vice versa. The following table can help to know more about genre and text type which is adopted from an article by Lee (2001):

**Table 1: Genre and Text Type**

Genre	Text Type
Recipe	Procedure
Personal letter	Anecdote
Advertisement	Description
Police report	Description
Student essay	Exposition
Formal letter	Exposition
Format letter	Problem-Solution
New item	Recount
Health brochure	Procedure
Student assignment	Recount
Biology textbook	Report
Film review	Review

There are some types of text that has each function. They are:

1. Descriptive text is a text which tries to describe a person, place, or a thing in such a way that the reader can imagine the topic and enter into the researcher's experience.
2. Narrative text is a text which tries to entertain, create, stimulate emotions, and motivate the reader.
3. Report text is a text which tries to organize and present information about a class of things.
4. Procedure text is a text which tries to tell the process how to do or make something in the order.
5. Explanation text is a text which tries to explore how thing work or how something comes to be.
6. Discussion text is a text which tries to present arguments and information from different viewpoints, and then, usually to conclude in favor of one point of view.
7. Recount text is a text that is used retell to events for the purpose of informing and entertaining.

There are several types of recount, they are; personal recount, factual recount and imaginative recount. The generic structure of recount text consists of three parts; the setting or orientation. In this part presents the background information that is needed to understand

the text. it is the introduction for purposing to introduce the participants involved in the event, where and when it happened ,etc. The next part is the presentation of the event in details in the order of the happening. Everything happened in the events is presented one after another in a chronological sequence. This part is actually the main point of recount. The last part is re-orientation. In this part the researcher restates the opinions or comments about that incident or activity. To indicate the participants involved in the text, the use of proper nouns is common. Besides, as the purpose of the text is to tell what happened, descriptive words giving details about who, what, when, and how the event took place are usually used. Again, related to the purpose of telling past events, past tense must be utilized. Furthermore, words showing the other of events such as first, next then, afterwards, finally, etc. are commonly included Hidayah (2007:13). In teaching writing, teacher must be selective in choosing materials to teach. Teacher must provide interesting materials when teaching so that the students can pay attention enthusiastically to the teaching.

Based on researcher's experience when doing the preliminary observation at the school, there were some problems found in the eighth grade students of SMP Negeri 1 Parigi Selatan. The English teacher at the school said that there were some difficulties faced by the students in writing a paragraph. Most of the students found some difficulties to construct it, even a short and simple text. They got problems in spelling, punctuation, capitalization, limited vocabulary, and error on grammar or language use. Many students still felt difficult in expressing their ideas in writing. Many students still felt difficult in expressing their ideas in writing. In other words, most of the students lack of vocabulary. Based on the problem mentioned, the researcher formulated the research question as follows: *Can the use of recount text develop the writing skill of the eighth grade students at SMP Negeri 1 Parigi Selatan?* The objective was to find out whether the use of recount text can develop the writing skill.

## **METHODOLOGY**

This was pre-experimental research. There was one class as the sample. The sample of this research was VII A students of SMP Negeri 1 Parigi Selatan. The researcher took the eighthgrade students of SMP Negeri 1 Parigi Selatan. There are two classes; they are VIII A and VIII B. Each class consisted of 22 and 32 students. The total number of the population was 55. It is shown on the table below:

**Table 2: The Population of the Research**

No	Class	Number of Students
1.	VIII A	22
2.	VIIIB	32
<b>Total</b>		55

Furthermore, in collecting the data, the researcher used tests as the instrument of the research. The tests consisted of pre-test and post-test. Pre-test is the test given to the students to measure the students' pre-ability. It is conducted before treatment given while post-test is the test given to the students by the researcher to measure the students' skill after getting the treatment. To obtain the data needed, the researcher employed one instrument of data collection namely test. The pre-test was administered at the first meeting, in order to measure students' pre-writing skill before treatment given. It was given on Monday, 15<sup>th</sup> July 2013. After giving pre-test, the researcher gave the treatment to the students. The treatment was given for eight meetings. Each meeting consisted of 2 x 40 minutes, namely 80 minutes. The researcher taught the students to write sentences using appropriate mechanics through recount text. The researcher did the treatment in the morning or in the school hours. It was held from 15<sup>th</sup> July 2013 until 16<sup>th</sup> August 2013.

In conducting treatment, researcher did several steps. First of all, the students were divided into five groups randomly. Each group consisted of five students. Second of all, before presenting the materials, the researcher motivated the students and drove them focused on the material that was going to be discussed. To motivate them, the researcher asked some questions related to the topic. Next, the teacher introduced this topic to be discussed in a group. The fourth, the teacher explained the rule of the discussion. In while activity, the researcher distributed the recount text which does not have mechanics (blind text) to each group. Then, the students work together to analyze the error of the text with their friends in each group. Last, after giving the treatment, the researcher gave the post-test to the students. The test kind and difficulty level that was given in the post-test was the same with the test given in the pre-test. The post-test was the test used to know the students' writing skill after receiving the treatment. It was given on Friday, 16<sup>th</sup> August 2013.

The researcher analyzed the data by using statistical analysis. It was to analyze the result of the test (pre-test and post-test). He computed the individual scores by using formula proposed by Margono (1996:208);

$$NP = \frac{R}{SM} \times 100$$

Where:

NP = Student's individual score  
 R = Raw score  
 SM = Maximum Score  
 100 = Constant number

The researcher computed the students' scores by using formula as proposed by Best (1981: 225):

$$M = \frac{\sum x}{N}$$

Where:

M = the mean scores  
 $\sum x$  = the sum of the scores  
 N = the number of the students

After computing mean score, the researcher computed the mean deviation of pre-test and posttest. The researcher applied formula as proposed by Arikunto (2006:307), as follows:

$$Md = \frac{\sum d}{N}$$

Where:

Md = Mean deviation of pre-test and post-test  
 $\sum d$  = Sum of deviation  
 N = Number of students

Next, the researcher computed the square deviation by using formula proposed by Arikunto (2006:276) as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$  = the sum deviation squared in each subject  
 $\sum d^2$  = sum of square deviation  
 N = number of students

Finally, the researcher computed t-value in order to analyze the effectiveness of the treatment by using formula proposed by Arikunto (2002:275):

$$t = \frac{Md}{\sqrt{\left[ \frac{\sum x^2 d}{N(N-1)} \right]}}$$

Where:

$t$  = t-counted

$Md$  = mean deviation of pre-test and post- test difference.

$\sum x^2 d$  = the sum of score deviation

$N$  = number of students

1 = constant number

## RESULTS

The researcher conducted pre-test for the sample (VIII A) on Monday, 15<sup>th</sup> July 2013. The result of pre-test is shown below

**Table 3: The Result of Students' Pre-test Score**

No	Initial Name	Students Score on Pre-test			Raw Score	Standard Score
		Punc	Cap	Spell		
1	NM	6	8	8	22	50.00
2	IR	8	8	8	24	54.54
3	MG	4	6	8	18	40.91
4	RY	6	6	4	16	36.36
5	AA	2	4	4	14	31.82
6	RF	6	4	4	16	36.36
7	IA	4	8	4	16	36.36
8	MH	6	4	4	18	40.91
9	BD	8	6	8	22	50.00
10	MD	6	8	4	18	40.91
11	RM	4	2	4	16	36.36
12	UL	6	6	4	16	36.36
13	NJ	2	2	4	22	50.00
14	DS	8	2	8	20	45.45
15	MN	6	8	8	22	50.00
16	SF	8	10	12	30	68.18
17	SA	6	8	8	22	50.00
18	CS	10	8	8	26	59.09
19	WY	6	4	8	18	40.91
20	RA	8	8	12	28	63.64
21	DD	8	10	12	30	68.18
22	MF	8	8	8	24	54.54
<b>Total</b>					<b>458</b>	<b>1040.88</b>



After computing the students' score, the researcher computed their mean score. The mean score was of the students in pre-test is 47.31.

After conducting treatment, the researcher administered post-test. The post test for class (VIII A) was administered on Friday 16<sup>th</sup> August 2013.

**Table 4: The Result of Students' Post-test Score**

No	Initial Name	Students Score on Post-test			Raw Score	Standard Score
		Punc	Cap	Spell		
1.	NM	10	12	12	34	77.27
2.	IR	14	10	12	36	81.82
3.	MG	10	14	8	32	72.73
4.	RY	14	10	12	36	81.82
5.	AA	12	12	12	36	81.82
6.	RF	14	14	12	40	90.91
7.	IA	10	14	12	36	81.82
8.	MH	12	14	8	34	77.27
9.	BD	10	12	12	34	77.27
10.	MD	10	8	12	30	68.18
11.	RM	14	10	8	32	72.73
12.	UL	10	14	16	40	90.91
13.	NJ	12	14	16	42	95.45
14.	DS	8	10	12	30	68.18
15.	MN	10	8	16	34	77.27
16.	SF	12	12	12	36	81.82
17.	SA	14	10	8	32	72.73
18.	CS	14	12	12	38	86.36
19.	WY	12	14	8	34	77.27
20.	RA	14	14	12	40	90.91
21.	DD	14	14	16	44	100.00
22.	MF	14	12	12	38	86.36
<b>Total</b>					<b>788</b>	<b>1790.90</b>

The students' mean score of post-test was 81.40.

After computing the mean score, the researcher computed the square deviation. The mean deviation of the students' score was 34.09.

**Table 5: Deviation of the Pre-test and the Post-test**

No	Initial Name	Students Standard Score		Deviation (d) (Post – Pre)	d <sup>2</sup>
		Post-test	Pre-test		
1	NM	77.27	50.00	27.27	743.65
2	IR	81.82	54.54	27.28	744.20
3	MG	72.73	40.91	31.82	1012.51
4	RY	81.82	36.36	45.46	2066.61
5	AA	81.82	31.82	50.00	2500.00
6	RF	90.91	36.36	54.55	2975.70
7	IA	81.82	36.36	45.46	2066.61
8	MH	77.27	40.91	36.36	1322.05
9	BD	77.27	50.00	27.27	743.65
10	MD	68.18	40.91	27.27	743.65
11	RM	72.73	36.36	36.37	1322.78
12	UL	90.91	36.36	54.55	2975.70
13	NJ	95.45	50.00	45.45	2065.70
14	DS	68.18	45.45	22.73	516.65
15	MN	77.27	50.00	27.27	743.65
16	SF	81.82	68.18	13.64	186.05
17	SA	72.73	50.00	22.73	516.65
18	CS	86.36	59.09	27.27	743.65
19	WY	77.27	40.91	36.36	1322.05
20	RA	90.91	63.64	27.27	743.65
21	DD	100.00	68.18	31.82	1012.51
22	MF	86.36	54.54	31.82	1012.51
<b>Total</b>				<b>750.02</b>	<b>28080.18</b>

After getting the mean deviation, the researcher computed the sigma square deviation. The result was 2510.63.

After having the sum of square deviation of the group, the researcher finally computed the t-test to know the significant difference of the pre-test and post-test by using t-test formula. The researcher found that the significant difference between the result of the pre-test and the post-test of the students was 14.63.

The result of the test showed that there was a significant difference of the students' achievement before getting the treatment and after getting the treatment. This was proved by the testing hypothesis. The researcher found that t-counted value (14.63) was higher than t-table value (2.080). It means that the use of recount text significantly developed the writing skill of the students.

## DISCUSSION

Related to the result of students' pre-test, none of the students got the highest score. The standard at the school was 60. The percentage of students who got score lower than 60

was 84%. It means that only 3 students (14%) who got score more than 60. In pre-test, there were 2 students who got the highest (9 %) and there was 1 student who got the lowest (5%). In doing the pre-test, the students did not know well how to write about recount text paragraph.

At the first treatment, the researcher asked the students to read recount text then asked them to do the exercises given by the researcher. It was surprised because none of the students knew how to write well. After that, the researcher explained about simple past then generic structure of recount text. Then the researcher explained about mechanics, it was aimed at improving their writing skill through recount text.

After conducting the treatment, the researcher gave post-test. He found that students already understood how to write well especially in using mechanics. In post-test none of students got score lower than 60. The lowest score was 68, while the highest was 100. It means that all of the students got the score higher than the standard score. In short, students' score was increased from the pre-test to the post-test. By comparing the result of pre-test and post-test, the researcher concluded that the use of recount text was effective because there was a progress in students' score. There was also a significant difference by comparing the result of t-counted to t-table.

## **CONCLUSIONS AND SUGGESTIONS**

After collecting and analyzing the data, the researcher draws conclusion of this research. He concluded that the use of recount text can effectively develop the writing skill. There is a significant development of the students' writing skill after the researcher taught the students by using recount text.

By observing the result of testing hypothesis, the reading comprehension of the eighth grade students at SMP Negeri 1 Parigi Selatan can be developed by using recount text. There was a significant development of the students' writing skill after teaching them by using recount text. It implies that the use of recount text is effective to teach writing skill.

Having conducted the research, the researcher has proved that recount text is very effective in teaching writing skill. The researcher provides some suggestions as following:

1. Writing skill should be taught based on the students' prior knowledge.
2. The teacher should provide reading texts to be taught that closely related to the students' interest.

3. Teacher should choose appropriate media in teaching writing based on the aids of the students.
4. Teacher should motivate the students prior to teaching-learning process.

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